DOCUMENT RESUME

ED 220 731 CG 016 033

TITLE	A Two-Phase Impact Study of In-School Alternatives to Suspension: Study Instrumentation. Volume III, Final Report.
INSTITUTION	J W K International Corp., Annandale, Va.
SPONS AGENCY	National Inst. of Education (ED), Washington, DC.
PUB DATE	1 Oct 80
CONTRACT	400-78-0067
NOTE	85p.; For related documents, see CG 016 032, CG 016 384-385, and ED 187 002. Best copy available.
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	*Discipline Policy; Educational Innovation; Educational Objectives; *Nontraditional Education; *Program Effectiveness; Racial Factors; *School Counseling; Secondary Education; Secondary School Students; Student Problems; Student School Relationship; *Suspension
IDENTIFIERS	*Impact Studies; *In School Suspension

ABSTRACT

A growing concern among parents and educators about the increasing incidence of school suspensions led to an exploratory study of the impact of in-school alternatives to out-of-school suspension. This third volume presents research material and instruments used in the second phase of the study, including a brief survey that replaced the initial interviews and the actual survey discussion guides that were targeted to the building principal, program staff, and participating students. The materials also contain instructions for sampling procedures, and completing the student record review form and data record sheets along with the program description questionnaire instrument. (JAC)

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A TWO-PHASE IMPACT STUDY OF IN-SCHOOL ALTERNATIVES TO SUSPENSION

FINAL REPORT

VOLUME III

STUDY INSTRUMENTATION

October 1, 1980

Submitted to:

Department of Education
National Institute of Education
Washington, D. C. 20208

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
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Submitted by:

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CG 016033

The work upon which this report is based was performed pursuant to Contract No. 400-78-0067 of the National Institute of Education. It does not, however, necessarily reflect the views of that agency.

TABLE OF CONTENTS

	Page
INTRODUCTION	1
DISCUSSION GUIDES	2
Building Principal	2
Program Staff	7
Participating Students	12
INTERVIEW CHECKLIST	18
SURVEYS	19
Parent Descriptive Survey	19
Teacher Descriptive Survey	24
Nonparticipating Student Descriptive Survey	31
SAMPLING PROCEDURES	38
RECORDS REVIEW FORM	60
PROGRAM DESCRIPTION QUESTIONNAIRE	70

INTRODUCTION

During Phase II of the Study of In-School Alternatives to Suspension, discussion guides targeted to the building principal, program staff, and participating students and used in Phase I formed the foundation for the on-site interviews. In addition, an interview checklist was developed and used as the cover sheet for notes and collected materials.

Since interviews with nonparticipating students, regular teachers, and parents were generally found to be non-productive in Phase I, a brief survey was developed to replace the initial interview. When results from the survey were analyzed, selected representatives of these groups were interviewed with more focused questions during the second site visit.

The student records review form was also modified for Phase II. Approximately 40 percent of the items were eliminated. Quality control of the data collection was improved through delivery of record review forms to the site at the time of the initial site visit. This permitted a staff member to review the actual documents with the district employee, monitor the sampling, and review several of the completed forms. The record review process continued after the orientation, and results were available in several sites before the second site visit.

Finally, a program description questionnaire was developed and approved for gathering information through a national mail survey on in-school alternatives to suspension. The questionnaire responses provided the data for the Directory of In-School Alternatives to Suspension.

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STUDY OF IN-SCHOOL ALTERNATIVES TO SUSPENSION

DISCUSSION OUTLINE
BUILDING PRINCIPAL

The report for which this information is being gathered is authorized by law (20 USC 1221a). While you are not required to respond to the questions asked in this interview, your cooperation is needed to make the results of this study comprehensive, accurate, and timely.

This study is being performed under Contract 400-78-0067 with the National Institute of Education.

DISCUSSION OUTLINE

Site Principals

HISTORY OF THE IN-SCHOOL ALTERNATIVE PROGRAM

Possible Initial Probe: Discuss with respondent how the in-school alternative got started in his/her school district.

Other possible discussion points:

- Significant issues/concerns that led to the program's creation in the district.
- Changes that have occurred in the in-school alternative program since it began.
- Continuation of out of school suspensions; reasons for continuation.
- Changes in the school discipline code and discipline climate that have occurred since the beginning of the program.

PHILOSOPHY OF THE PROGRAM

Possible Initial Probe: Determine the respondent's awareness and understanding of the mission and goals of the in-school alternative program.

Other possible discussion points:

- Congruity of building goals with district program goals.
- Major discipline problems in the building/district.

ORGANIZATIONAL STRUCTURE OF THE PROGRAM

Possible Initial Probe Secure information from respondent as to how the in-school alternative program operates.

Other possible discussion points:

- Program staff accountability.
- Interface between regular teaching staff and alternative program staff.

DAY-TO-DAY OPERATION OF THE PROGRAM

Possible Initial Probe: Discuss procedure for placing a student in the in-school alternative program.

Other possible discussion points:

- Accessibility to the program.
- Resource support for the program in the building and, if known, from the district.
- Parent involvement in the program.

IN-SCHOOL ALTERNATIVES TO SUSPENSION

In keeping with nationwide concern about school discipline, the National Institute of Education (N.I.E.) is funding a two-year "Study of In-School Alternatives to Suspension". Your district is one of identified by N.I.E. to participate in this important project. The districts are located in

A research team from the contracting organization, JWK International, will be visiting each site during 1978-79. Your school administration has approved the project and has been most helpful in making the necessary arrangements. This promises to be an exciting project with potential impact on schools throughout the country.

The purpose of the study is to learn about the history, philosophy and day-to-day operation of the programs. Each is based on different ideas of discipline; each operates in a different cultural and social environment. Hence, parents, students, teachers and administrators will be interviewed in an open-ended style, so that the perceptions of each person can be discussed.

This is an exploratory study. It is not the intent of the study to determine the "worth" of any program - - we want to find out the views of each person we meet. All interviews will be strictly confidential. At the end of the year, reports about each program will be written and used as a basis for further research into the whole area of in-school alternative programs.

THANK YOU for your participation.

Wilfred Masumura
Richard Chobot
Karen Sagstetter

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ESTUDIO de ALTERNATIVAS á SUSPENSIÓN en la ESCUELAS

Hay mucho interés en disciplina escolar por toda la nación. Por su parte, el Instituto Nacional de Educación (N.I.E.) está patrocinando un "Estudio de Alternativas á Suspensión en la Escuelas" que va a durar dos años. Su distrito es uno de identificados por N.I.E. para participar en este proyecto importante. Los distritos están ubicados en

. Un equipo de indagación de la organización contratista, JWK Internacional, visitará cada sitio durante 1978-79. La administración de su escuela ha aprobado el proyecto y ha ayudado bastante en hacer los arreglos esenciales. Este proyecto interesante tiene impacto potencial para escuelas en todo el país.

El propósito del estudio es aprender la historia, filosofía, y operaciones diarias de los programas. Cada uno está basado en ideas diferentes de disciplina; cada uno existe en varios ambientes culturales y sociales. Por eso, padres, estudiantes, profesores, y administradores estarán entrevistados informalmente, para que cada persona pueda expresar sus percepciones.

Este es un proyecto de exploración; no vamos a pensar en el "valor" de los programas. Queremos las opiniones de todos que conocemos. Todas las entrevistas serán estrictamente confidenciales. Al fin del año, informes de cada programa estarán escritos y usados como un base para investigaciones adicionales.

Mil gracias para su participacion.

Wilfred Masumura
Richard Chobot
Karen Sagstetter

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STUDY OF IN-SCHOOL ALTERNATIVES TO SUSPENSION

DISCUSSION OUTLINE
PROGRAM STAFF

The report for which this information is being gathered is authorized by law (20 USC 1221e). While you are not required to respond to the questions asked in this interview, your cooperation is needed to make the results of this study comprehensive, accurate, and timely.

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DISCUSSION OUTLINE

Program Staff

HISTORY OF THE IN-SCHOOL ALTERNATIVE PROGRAM

Possible Initial Probe: Discuss with respondent how the in-school alternative got started in his/her school district.

Other possible discussion points:

- Significant issues/concerns that led to the program's creation in the district.
- Changes that have occurred in the in-school alternative program since it began.
- Continuation of out of school suspensions; reasons for continuation.
- General changes in student behavior that have occurred since the program began.
- Changes in the building/district that have occurred since the program began.

PHILOSOPHY OF THE PROGRAM

Possible Initial Probe: Determine the respondent's awareness and understanding of the mission and goals of the in-school alternative program.

Other possible discussion points:

- If program has a counseling component, model(s) utilized as program framework (e.g. Behavior Modification, etc.).
- Major discipline problems in the building/district.
- Reason(s) that discipline problems occur.

ORGANIZATIONAL STRUCTURE OF THE PROGRAM

Possible Initial Probe: Secure information from respondent as to how the in-school alternative program operates.

Other possible discussion points:

- Identify program "gatekeepers."
- Characteristics of program staff.

- Reasons for selection of program staff and for staffing pattern in place.
- Program linkage with regular teachers.
- Program linkages with regular guidance staff.
- View held by members of school community of students who participate in program.
  .. Teachers
  .. Other students.

DAY-TO-DAY OPERATION OF THE PROGRAM

Possible Initial Probe: Discuss procedures for placing a student in the in-school alternative program.

Other possible discussion points:

- Resources which support the program.
- Academic content of the program.
- Typical sequence of program activities for a student.
- Restrictions placed on students who participate in the program.
- Accessibility of program services to all students in the building.
- Parent involvement in the program.

IN-SCHOOL ALTERNATIVES TO SUSPENSION

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The purpose of the study is to learn about the history, philosophy and day-to-day operation of the programs. Each is based on different ideas of discipline; each operates in a different cultural and social environment. Hence, parents, students, teachers and administrators will be interviewed in an open-ended style, so that the perceptions of each person can be discussed.

This is an exploratory study. It is not the intent of the study to determine the "worth" of any program - - we want to find out the views of each person we meet. All interviews will be strictly confidential. At the end of the year, reports about each program will be written and used as a basis for further research into the whole area of in-school alternative programs.

THANK YOU for your participation.

Wilfred Masumura
Richard Chobot
Karen Sagstetter

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ESTUDIO de ALTERNATIVAS á SUSPENSIÓN en la ESCUELAS

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El propósito del estudio es aprender la historia, filosofía, y operaciones diarias de los programas. Cada uno está basado en ideas diferentes de disciplina; cada uno existe en varios ambientes culturales y sociales. Por eso, padres, estudiantes, profesores, y administradores estarán entrevistados informalmente, para que cada persona pueda expresar sus percepciones.

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STUDY OF IN-SCHOOL ALTERNATIVES TO SUSPENSION

DISCUSSION OUTLINE
PARTICIPATING STUDENTS

The report for which this information is being gathered is authorized by law (20 USC 1221e). While you are not required to respond to the questions asked in this interview, your cooperation is needed to make the results of this study comprehensive, accurate, and timely.

This study is being performed under Contract 400-78-0067 with the National Institute of Education.

DISCUSSION OUTLINE

Participating Students

PHILOSOPHY OF THE PROGRAM

Possible Initial Probe: Have student give opinion as to why the in-school alternative program was created in the district.

AND

Have student discuss why he/she was referred to the in-school alternative program.

Other possible discussion points:

- Discipline problems which exist in the school.
- Effect of the program on these problems and on the school system.
- Effect of the program on students. Did it help you?

DAY-TO-DAY OPERATION OF THE PROGRAM

Possible Initial Probe: Have student describe the routine of the program as they experience(d) it.

Other possible discussion points:

- Program restrictions.
- Counseling component of program (where appropriate).
- Academic component of program (where appropriate).

IN-SCHOOL ALTERNATIVES TO SUSPENSION

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Annandale, [illegible]003

PARENTAL PERMISSION SLIP

I give permission for my son/daughter_____ to be interviewed by research staff from JWK International Corporation in connection with the government sponsored study of the _____ program at _____School. I recognize that participation of my child in this study is entirely voluntary.

Date:_____ Signed:_____
Parent or Guardian

Dear _____,

The _____School District has agreed to participate in a study sponsored by the National Institute of Education in Washington, D.C. This study is being conducted by JWK International Corporation of Annandale, Virginia.

The purpose of the study is to review the operation of the _____ program at _____School. As part of that review, the researchers for JWK will be interviewing students who have and students who have not participated in the program. The researchers would like to briefly interview your son/daughter _____.
name

Your child's name was selected at random for this interview. We need your permission, however, before the interview can be conducted. The interview will take approximately fifteen minutes. It will occur during the regular school day. Every effort will be made to set up an interview time so that your son/daughter will not be taken out of a regular class.

A permission slip is enclosed for you to sign and return to _____ if you agree to the interview.

Thank you for your help.

ESTUDIO de ALTERNATIVAS á SUSPENSIÓN en la ESCUELAS

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LEA _____

SCHOOL BUILDING _____

NAME OF PERSON INTERVIEWED _____

_____

TITLE _____

DATE _____

GRADES _____

PHONE ( ) _____
Area

I. DISTRICT BACKGROUND

—— 1. Size (student/staff)/decline or growth
—— 2. Budget
—— 3. Physical Plant
—— 4. Community characteristics (e.g., size, type, etc.
D—— 5. Out of school suspensions

II. BUILDING BACKGROUND

—— 6. Size (student/staff; ethnicity)
—— 7. Clients (race, class, stability)
—— 8. Students (ethnic mix, test scores, intrusive factors (e.g., desegregation)
—— 9. Tracking
D——10. Out-of-school suspensions

III. DISCIPLINE (POLICIES AND PRACTICE)

D——11. District and building policies
——12. Formulators of policy
13. State regulations/judicial factors
——14. Definitions/distinctions
out-of-school suspension
in-school suspension
D——15. Common offenses } Handbook
D——16. Consequences }
17. Significant changes last 10 years

IV. DISCIPLINE RECORD KEEPING (GENERAL AND ISS)

D——18. Forms and their uses (include ISS)
——19. Types of data and dates
——20. Definitions of terms
D——21. Recording procedures and quality control
——22. Procedures for aggregating statistics
D——23. Types of summary statistics
——24. Use of summary statistics
D——25. Trend data
26. Changes in procedures
——27. Problems/recommendations for improvement

V. ISS PROGRAM HISTORY

——28. Impetus for project/key actors
D——29. Planning (documents/process)
D——30. Program overview
——31. Initial training and implementation
——32. Changes to present
—— --staff
—— --programatic
—— --fiscal
—— --philosophical
——33. Problems encountered

VI. PROGRAM PHILOSOPHY

D——34. Philosophy
D——35. Specific objectives
D——36. Target group

VII. PROGRAM STRUCTURE

——37. Line administration
——38. Program staff
——39. Staff training (pre-service/in-service)
D——40. Job description
——41. Selection criteria
——42. Evaluation criteria

VIII. ISS PROGRAM OPERATION

——43. Referral
——44. Placement (decision rules)
——45. In-take
——46. Length/duration of assignment (FT/PT)
D——47. Activities/materials
——48. Release
D——49. Follow-up

IX. ISS STUDENT CHARACTERISTICS

D——50. Type of student referred
--race
--academic ability
--sex
--grade level
D——51. Number of students referred
D——52. Offenses
D——53. Length of assignment
——54. Due process considerations
——55. Contrasts with students suspended out of school

X. ISS PROGRAM IMPACT

——56. Objectives achieved
D——57. Reduction of out of school suspension
D——58. Formal program evaluations (methods/findings)

XI. MISCELLANEOUS

——59. Parent involvement/support
——60. Staff/student attitudes/support
——61. Changes anticipated

Interviewer: _____.

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PARENT DESCRIPTIVE SURVEY

We are asking your help in a study which we are doing here in Lafayette. The study is sponsored by the National Institute of Education. JWK International Corporation, a consulting firm located in Annandale, Virginia, is the firm actually doing the study with the permission and assistance of your Superintendent of Schools.

The program which we are studying is called . It provides an alternative to some students being suspended out of school. From our analysis of the information which you and others provide in completing this form we will have some idea how the program, its staff, and the students who participate in it are viewed in this district.

You were selected to receive this survey because you have had or presently have a son or daughter in the program.

Here is what you can do to help.

1. Complete the attached survey form following the instructions which appear on the first page. It should take about ten minutes to complete.
2. Fold the completed form on the dotted line with the JWK address out and staple or tape the form closed.
3. Drop the form in the mail. No postage is necessary.

Thank you for your help!

(2) P

DESCRIPTIVE SURVEY

(3-6)

0	0	1	1

(7-8)

INSTRUCTIONS: Please complete all of the questions on this survey form by checking the appropriate boxes. The boxes are located to the right of each response option. Disregard the numbers which appear next to each box. They are for the use of the key-punch operator.

After you have completed the form, please fold it address side out, staple or tape it closed, and drop it in the mail. The postage has already been paid.

Thank you for your help.

---

1. Who is filling out this survey? (check one)

(9)

MOTHER ☐ 1

FATHER ☐ 2

GUARDIAN OR OTHER RELATIVE ☐ 3

2. You have received this survey because school records indicate that your son or daughter has been, or is currently, a participant in the program at Do you know what is?

(10)

YES ☐ 1

NO ☐ 2

3. If you answered "YES" to Question 2 above, do you feel that your child's behavior has changed as a result of his or her involvement in .?

(11)

YES ☐ 1

NO ☐ 2

4. If you answered "YES" to Question 3, in what ways do you see your child as having changed since his or her participation in ? (Check as many as you like)

(12-16)

- ☐ 1 GETS INTO LESS TROUBLE.
- ☐ 2 HAS A BETTER ATTITUDE TOWARD SCHOOL.
- ☐ 3 HAS A BETTER ATTITUDE ABOUT HIMSELF/HERSELF.
- ☐ 4 SCHOOL ATTENDANCE HAS IMPROVED.
- ☐ 5 GRADES HAVE IMPROVED.

5. When your child was assigned to the were you notified?

(17)

- ☐ 1 YES
- ☐ 2 NO

6. If you answered "YES" to Question 5, how were you notified?

(18)

- ☐ 1 LETTER
- ☐ 2 TELEPHONE CALL
- ☐ 3 PERSONAL VISIT BY SCHOOL EMPLOYEE
- OTHER _____ (write in)

7. Have you ever met personally with, or spoken by phone with any person involved in the

(19)

- ☐ 1 YES
- ☐ 2 NO

8. If you answered "YES" to Question 7, did you initiate the contact or did the program staff member?

(20)

I made the first contact ___ 1

I was first contacted by the staff member. ___ 2

(21-30)

9. Below is a list of offenses. Please review the list and select the one that you feel represents the most serious discipline problem at . Place a (1) in the box to the right of that offense. Now select the one that you consider next most serious and place a (2) in the box to the right of that offense. Continue ranking until you have covered all offenses which occur at You do not have to rank all ten offenses if some are not problems at Live Oak.

VIOLENCE (fights, assaults, etc.) ___

VANDALISM (destruction of school property or of other peoples' property) ___

ABSENCE FROM SCHOOL ___

CLASS CUTTING ___

BEING LATE FOR SCHOOL ___

MISBEHAVIOR IN CLASS ___

DISRESPECT FOR OTHERS ___

SMOKING CIGARETTES ___

DRUGS ___

DRINKING ___

THEFT ___

Please fold and mail this form as instructed.

Thank you very much.

STUDY OF IN-SCHOOL ALTERNATIVES
TO SUSPENSION

TEACHER DESCRIPTIVE SURVEY

CONTRACTOR: JWK INTERNATIONAL CORPORATION
SPONSOR: NATIONAL INSTITUTE OF EDUCATION

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7617 Little River Turnpike, Suite 800, Annandale, Virginia 22003
Telephone: (703) 750-3240 ■ Telex: 89-9408

TEACHER DESCRIPTIVE SURVEY

We are asking your help in a study which we are doing here in New Orleans. The study is sponsored by the National Institute of Education. JWK International Corporation, a consulting firm located in Annandale, Virginia, is the firm actually doing the study with the permission and assistance of your Superintendent of Schools.

The program which we are studying is called the . It provides an alternative to some students being suspended out of school. From our analysis of the information which you and others provide in completing this form we will have some idea how the program, its staff, and the students who participate in it are viewed in this district.

You were selected to receive this survey at random from a list of all teachers in the building. There is no way of knowing who you are. Further, by returning the survey forms directly to us, our box in the main office, no one in the district will see them.

Here is what you can do to help.

1. Complete the attached survey form following the instructions which appear on the first page. It should take about ten minutes to complete.
2. Return the survey to the designated box in the office by end of school Thursday, January 10.

Thank you for your help!

(2) T

DESCRIPTIVE SURVEY

(3-6)

0	0	2	

(7-8)

INSTRUCTIONS: Please complete all of the questions on this survey form by checking the appropriate boxes. The boxes are located to the right of each response option. Disregard the numbers which appear next to each box. They are for the use of the key-punch operator.

After you have completed the form, please return it to the designated box in the main office.

Thank you for your help.

(9-10) 1. How long have you worked in this building? _____years.

(11-14) 2. What subject do you teach? (e.g., Math, English, Art, Shop, Physical Education, etc.) _____.

(15-16) 3. What grade level do you teach? _____.

(17) 4. You are:

MALE ☐ 1

FEMALE ☐ 2

(18) 5. Have you ever heard of the program?

YES ☐ 1

NO ☐ 2

(19-28) 6. Below is a list of offenses. Please review the list and select the one that you feel represents the most serious discipline problem at your school). Place a (1) in the box to the right of that offense. Now select the one that you consider next most serious and place a (2) in the box to the right of that offense. Continue ranking until you have covered all offenses which occur at your school. You do not have to rank all ten offenses if some are not problems.

VIOLENCE (fights, assaults, etc.) ☐

VANDALISM (destruction of school property or of other peoples' property) ☐

ABSENCE FROM SCHOOL ☐

CLASS CUTTING ☐

BEING LATE FOR SCHOOL ☐

MISBEHAVIOR IN CLASS ☐

DISRESPECT FOR OTHERS ☐

SMOKING CIGARETTES ☐

DRUGS ☐

DRINKING ☐

THEFT ☐

IF YOU CHECKED "NO" TO QUESTION 5, AND HAVE COMPLETED QUESTION 6, GO ON TO NUMBER 12. IF YOU CHECKED "YES" TO QUESTION 5, PLEASE CONTINUE TO COMPLETE THE SURVEY FORM IN SEQUENCE.

(29) 7. Do you personally know a student or students who have participated in the program?

YES ☐ 1

NO ☐ 2

(30) 8. Do you feel that this person (these persons) has (have) changed as a result of their involvement in the program?

YES ☐ 1

NO ☐ 2

(31-35) 9. If you answered "YES" to Question 8, in what ways do you see the person as having changed since his/her participation in the ? (Check as many as you like)

THE PERSON GETS INTO LESS TROUBLE.	☐	1
THE PERSON HAS A BETTER ATTITUDE TOWARD SCHOOL.	☐	2
THE PERSON HAS A BETTER ATTITUDE ABOUT HIMSELF/HERSELF.	☐	3
THE PERSON'S ATTENDANCE HAS IMPROVED.	☐	4
THE PERSON'S GRADES HAVE IMPROVED.	☐	5

(36) 10. Are teachers given a choice as to accepting/re-admitting into their class students who have been in the program?

YES	☐	1
NO	☐	2

(37) 11. If you were asked to take/re-admit a student just out of the program into your class, what would your reaction be? (Check One)

IT WOULD DEPEND ON THE INDIVIDUAL STUDENT.	☐	1
I WOULD TRY TO HAVE THE STUDENT ASSIGNED TO A CLASS OTHER THAN MINE.	☐	2
I WOULD PREFER THE STUDENT BE ASSIGNED TO ANOTHER CLASS, BUT WOULD ACCEPT HIM/HER.	☐	3
I WOULD ACCEPT THE STUDENT SIMPLY AS ANOTHER TRANSFER STUDENT.	☐	4

(38) 12. Check all words appear[illegible]elow which, in your opinion, describe the average stu[illegible] at your school.

____ able	____ neat
____ accurate	____ organized
____ acquiescent	____ outgoing
____ aggressive	____ outspoken
____ alert	____ precise
____ bright	____ productive
____ clever	____ proficient
____ competent	____ proud
____ creative	____ rebellious
____ dependable	____ reliable
____ dishonest	____ resourceful
____ disruptive	____ shrewd
____ efficient	____ shy
____ ingenious	____ stable
____ insensitive	____ subtle
____ intelligent	____ systematic
____ involved	____ thoughtful
____ lazy	____ tidy
____ loud	____ unintelligent
____ maladjusted	____ well mannered
____ methodical	____ withdrawn

Please return the form to the box in the main office.

Thank you for your help!

(38) 12. Check all words appearing below which, in your opinion, describe students who are assigned to the program.

____ able	____ neat
____ accurate	____ organized
____ acquiescent	____ outgoing
____ aggressive	____ outspoken
____ alert	____ precise
____ bright	____ productive
____ clever	____ proficient
____ competent	____ proud
____ creative	____ rebellious
____ dependable	____ reliable
____ dishonest	____ resourceful
____ disruptive	____ shrewd
____ efficient	____ shy
____ ingenious	____ stable
____ insensitive	____ subtle
____ intelligent	____ systematic
____ involved	____ thoughtful
____ lazy	____ tidy
____ loud	____ unintelligent
____ maladjusted	____ well mannered
____ methodical	____ withdrawn

Please return the form to the box in the main office.

Thank you for your help!

STUDY OF IN-SCHOOL ALTERNATIVES
TO SUSPENSION

STUDENT DESCRIPTIVE SURVEY

CONTRACTOR: JWK INTERNATIONAL CORPORATION
SPONSOR: NATIONAL INSTITUTE OF EDUCATION

This project is authorized by law (20 USC 1221e). While you are not required to respond to the questio your cooperation is needed to make the results complete, accurate, and timely.

This study is being performed under Contract 400-78-0067 with the National Institute of Education.

JWK INTERNATIONAL CORPORATION
7617 Little River Turnpike, Suite 800, Annandale, Virginia 22003
Telephone: (703) 750-3240 ■ Telex: 89-9408

STUDENT DESCRIPTIVE SURVEY

We are asking your help in a study which we are doing here in . The study is sponsored by the National Institute of Education.

The program which we are studying is called . It provides a choice to some students being suspended out of school. From the information which you and others provide on this form we will learn how the , its staff, and its students are viewed in this school.

Your class was selected at random to receive this survey form. We did not select your name individually. There is no way we have of knowing who you are. Further, by returning the survey forms directly to us, no one in the school will see them.

If you wish to help us, simply complete this form, following the instructions for each item and place it in the box at the front of the room.

Thank you for your help!

(2) S

DESCRIPTIVE SURVEY

(3-6)

0	0	2	2

(7-8)

INSTRUCTIONS: Please complete all of the questions on this survey form by checking the appropriate boxes. The boxes are located to the right. Ignore the numbers which appear next to each box. They are for our use.

After you have completed the form, please leave it at the front of the room.

Thank you for your help.

---

(9) 1. How many years have you been a student at ? ☐

(10) 2. Are you (check one):

MALE ☐ 1

FEMALE ☐ 2

(11) 3. Have you ever been assigned to the ?

YES ☐ 1

NO ☐ 2

(12) 4. Have you ever been suspended out of school?

YES ☐ 1

NO ☐ 2

(13) 5. Have you ever heard of the ?

YES ___ 1

NO ___ 2

(14-23) 6. Below is a list of offenses. Please read the list and select the one that you think is the most serious discipline problem at . Place a (1) in the box to the right of the offense. Now select the one that you think is next most serious and place a (2) in the box to the right of that offense. Continue ranking until you have covered all offenses on the list. You do not have to rank all ten offenses if some are not problems at .

VIOLENCE (fights, assaults, etc.) ___

VANDALISM (destruction of school property or other people's property) ___

ABSENCE FROM SCHOOL ___

CLASS CUTTING ___

BEING LATE FOR SCHOOL ___

MISBEHAVIOR IN CLASS ___

DISRESPECT FOR OTHERS ___

SMOKING CIGARETTES ___

DRUGS ___

DRINKING ___

STEALING ___

IF YOU CHECKED "NO" TO QUESTION 5, AND HAVE COMPLETED QUESTION 6, YOU CAN GO ON TO NUMBER 10. IF YOU CHECKED "YES" TO QUESTION 5, PLEASE CONTINUE TO COMPLETE THE SURVEY FORM.

(24) 7. Do you personally know a student or students who have participated in the ?

YES ___ 1

NO ___ 2

(25) 8. Do you feel that this person (these persons) has (have) changed as a result of involvement in the ?

YES	____	1
NO	____	2

(26-30) 9. If you answered "YES" to Question 8, in what ways do you see the person as having changed since his/her participation in the ?

THE PERSON GETS INTO LESS TROUBLE.	____	1
THE PERSON HAS A BETTER ATTITUDE TOWARD SCHOOL.	____	2
THE PERSON HAS A BETTER ATTITUDE ABOUT HIMSELF/HERSELF.	____	3
THE PERSON'S SCHOOL ATTENDANCE HAS IMPROVED.	____	4
THE PERSON'S GRADES HAVE IMPROVED.	____	5

(continue on next page)

10. Check all words appearing below which, in your opinion, describe the average student at .

____ able	____ neat
____ accurate	____ organized
____ acquiescent	____ outgoing
____ aggressive	____ outspoken
____ alert	____ precise
____ bright	____ productive
____ clever	____ proficient
____ competent	____ proud
____ creative	____ rebellious
____ dependable	____ reliable
____ dishonest	____ resourceful
____ disruptive	____ shrewd
____ efficient	____ shy
____ ingenious	____ stable
____ insensitive	____ subtle
____ intelligent	____ systematic
____ involved	____ thoughtful
____ lazy	____ tidy
____ loud	
____ maladjusted	____ well mannered
____ methodical	____ withdrawn

Please deposit in the box at the front of the room.

THANK YOU VERY MUCH!

(38) 12. Check all words appearing below which, in your opinion, describe students who are assigned to the program.

____ able	____ neat
____ accurate	____ organized
____ acquiescent	____ outgoing
____ aggressive	____ outspoken
____ alert	____ precise
____ bright	____ productive
____ clever	____ proficient
____ competent	____ proud
____ creative	____ rebellious
____ dependable	____ reliable
____ dishonest	____ resourceful
____ disruptive	____ shrewd
____ efficient	____ shy
____ ingenious	____ stable
____ insensitive	____ subtle
____ intelligent	____ systematic
____ involved	____ thoughtful
____ lazy	____ tidy
____ loud	
____ maladjusted	____ well mannered
____ methodical	____ withdrawn

Please return the form to the box in the Guidance Office.

Thank you for your help!

SAMPLING PROCEDURES

SAMPLING PROCEDURES

The objective of this phase of our study of the in-school alternative program is twofold:

- to gather information on the type of students who have participated in the program
- to gauge the possible impact that the program has had upon participating students.

We will do this by comparing various groups of students with each other. We are interested in three specific groups:

- Students who have been assigned to the in-school alternative program during the 1978-79 school year (hereafter called Set A)
- Students who have been suspended out of school during the 1978-79 school year (hereafter called Set S)
- Students who have been neither suspended nor assigned during the 1978-79 school year (hereafter called Set N)

It is possible that lists of names of students in each of these sets will be quite large, particularly Set N, which is, in effect, a list of the entire student body of the school(s) served by the program.

Since it will be possible to review only a relatively few student records (no more than 100 total per building) we need to take samples. We will be using a technique called random sampling (or systematic sampling with a random start in the case of Set N) in order to increase the probability that the samples selected actually represent their entire set.

Please follow these steps in drawing your samples:

1. Prepare three lists showing the names of all students in each set.

   - Set A: This list can probably be obtained from the director of the program. You should also get the date (month and year) when each individual student was actually placed in the program. The names should then be counted. If the number is less than or equal to fifty (50) names, we will use the entire list. If it is greater than fifty (50), a sample of 50 names will be drawn using the sampling procedures specified below.

   - Set S: This list can probably be secured from the principal or assistant principal. The order in which the names appear does not matter unless a large number of students were suspended at the same time for the same specific incident. We will use the entire list if it contains 25 names or less. If more than 25 names, we will sample according to the procedures below.

   - Set N: This is actually a list of the entire student body (bodies) of the school(s) served by the program being studied. This list should be available from the principal or the guidance office. You can use it just as it comes. We will be sampling twenty-five (25) names off this list.

2. There are bound to be duplicate names on your lists. For example, students whose names are found in Sets A and S will also be found in Set N. Rather than go through each list and eliminate the duplication now, simply be aware of it. When you draw the samples, if the name of a student you have already drawn comes up again from another list, disregard it and draw another name.

   For example, John Smith's name appears in the sample of students placed in the program. When drawing the sample of students who have neither been suspended nor placed in/referred to the program, John's name also

comes up. You would, in this case, simply draw another name to replace John's from the list of students who have neither been suspended nor placed in/referred to the program.

3. Now we will discuss the actual procedures for drawing the sample for Sets A and S:

   (a) If a list numbers 50 or fewer names (Set A) or 25 or fewer names (Set S), you can use the entire list and do not have to sample.

   (b) If the list is greater than 50 (Set A) or 25 (Set S), use the following procedures.

Method for Random Student Selection Using Table of Random Numbers

- Number the students names on the list from 1 to N (i.e., the last number). Students may be listed alphabetically or in any other order, except as already discussed for the list of participating students (Set A). Students in Set A should be listed in chronological order (time order) according to the date when they entered the program.

- Using a table of random numbers provided at the end of the Appendix, select, at random, two (or three) adjacent digits. The first student to be chosen will be the student assigned that number in Step 1.

- Move down the list of random numbers and select the additional numbers between 1 and N (i.e., the last number). The sample will be complete when 50 numbers (Set A) /25 numbers (Set S) corresponding to numbers assigned to students have been selected.

- Many numbers selected will be out of range, that is, the numbers will be larger than the number of students. Simply continue to move down the list until numbers within the range of 1 to N are located. If all the numbers in one column have been exhausted, move to the top of the next column and proceed in exactly the same way.

4. The procedure is somewhat different for sampling from Set N: Students who have neither been suspended from school nor been placed in/referred to the program.

   (a) Here you will not number all the names on the list. Rather, you will count the number of names amd get a total. For example, there might be 250 names on the list.

   (b) We are seeking a sample of 25 names for this set. Divide the total size of the list by the required sample size to get the sampling interval. In this case, 250 ÷ 25 = 10. If you get a fraction round down to the nearest whole number (e.g., 9.6 = 9; 7.4 = 7). That means we will select every tenth student on the list for inclusion in the sample.

   (c) The question now becomes where do you start counting from to determine every 10th student? You will not automatically start from the first name on the list.

   (d) Use the table of random numbers to select a starting point. Let your finger fall on a number between 1 and N. That will be your starting point. For example, if you randomly select 6 as the starting point, the first student name that you would draw in your sample is the name which appears sixth on the list. After that you would take every 10th name (i.e., 16, 26, 36, 46, etc.) until you have 25 names. You could also just as easily have selected 50 or 472 as the starting point.

   (e) After you have done this, or while you are doing it, you might notice that you have drawn a number of names which duplicate those on other lists. When you reach the end of Set N, just start all over at the beginning until you have replaced these duplicates.

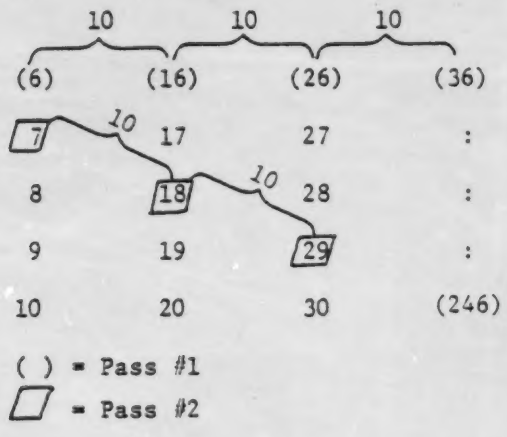
   You might feel this is a problem in that by starting over you would be initially returning to name 6 which has already been selected. Not so.

   Assuming 250 names in the original frame, the last name drawn in the first pass through the frame would be name 246. Continuing selection by intervals of 10 would return you to name 6. However, name 6 was already selected in the first pass and is, therefore, removed from the list. This means that the name that had originally been number 7 has become 6 and you continue the count from there, not counting subsequent names that were selected on the first pass.

For example, starting with 6 and using an interval of 10 would yield names 6, 16, and 26 during the first pass through the list. But treating those names as no longer in the list and skipping over them, the second pass to replace duplicates would yield names 7, 18, and 29. (See the example below)

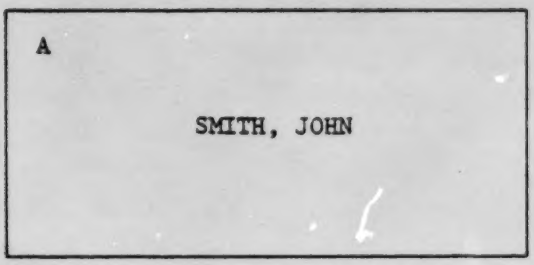
LIST OF NAMES

1	11	21	31	247
				248
2	12	22	32	249
				250
3	13	23	33	
4	14	24	34	
5	15	25	35	



5. You now should have your groups of names. Take a packet of 3 x 5 index cards and write one name in the center of each card. After writing the student's name, place in the upper left hand corner of the card the letter (A, S or N) designating the set to which that student belongs.

For example, John Smith in Set A will have a card that looks like this:



These cards will be used when you prepare to remove the student's record folders from the file.

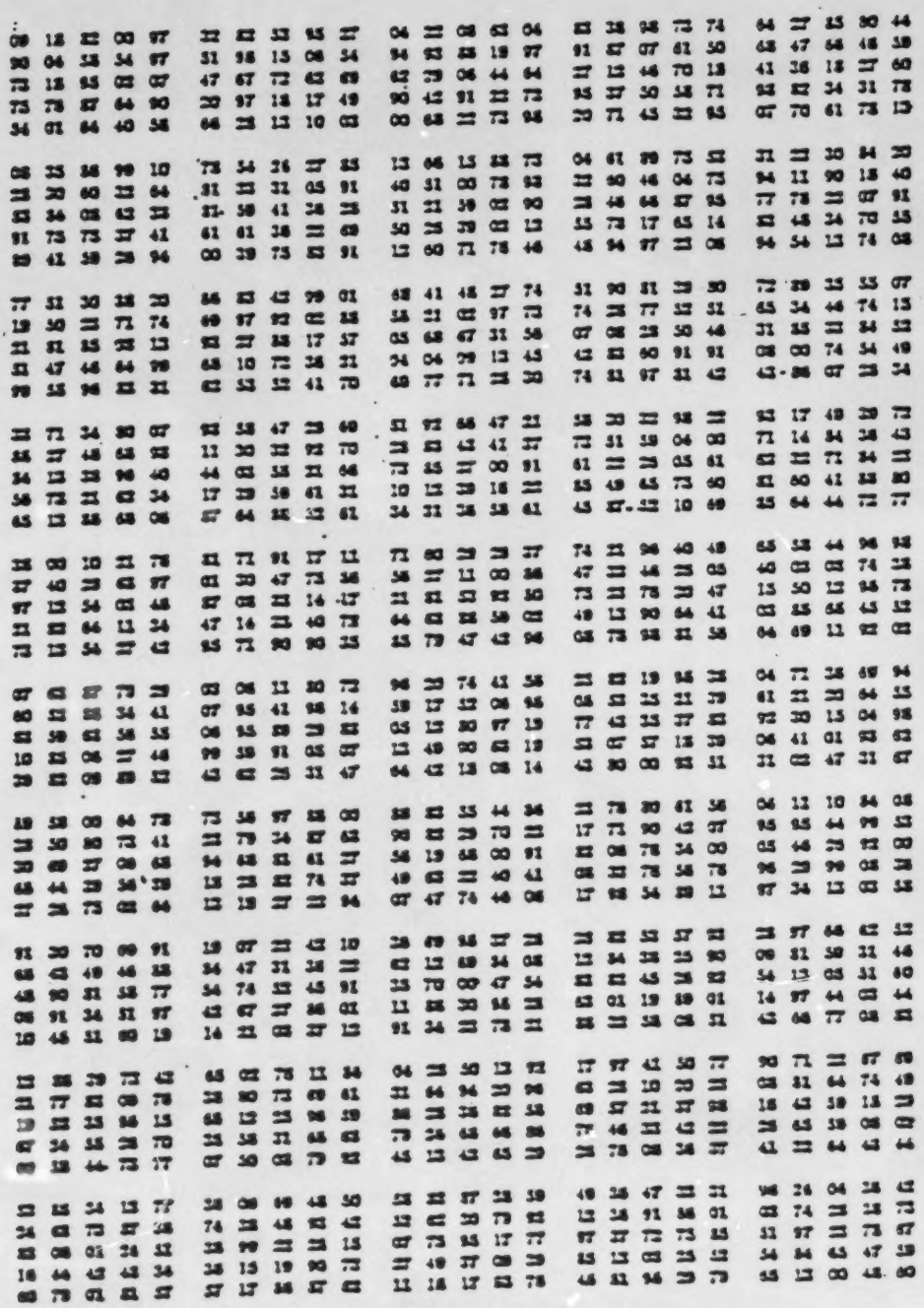
6. If you have any questions after you have reviewed these procedures and after we have discussed them, please call JWK at (703) 750-3240 before you attempt to draw the sample. Please feel free to call collect and ask for Richard Chobot or Sondra Cooney.

TABLE OF RANDOM NUMBERS

10	09	73	25	33	76	52	01	35	86	34	67	35	48	76	80	95	90	91	17	39	29	27	49	45
37	54	20	48	05	64	89	47	42	96	24	80	52	40	37	20	63	61	04	02	00	82	29	16	65
08	42	26	89	53	19	64	50	93	03	23	20	90	25	60	15	95	33	47	64	35	08	03	36	06
99	01	90	25	29	09	37	67	07	15	38	31	13	11	65	88	67	67	43	97	04	43	62	76	59
12	80	79	99	70	80	15	73	61	47	64	03	23	66	53	98	95	11	68	77	12	17	17	68	33
66	06	57	47	17	34	07	27	68	50	36	69	73	61	70	65	81	33	98	85	11	19	92	91	70
31	06	01	08	05	45	57	18	24	06	35	30	34	26	14	86	79	90	74	39	23	40	30	97	32
85	26	97	76	02	02	05	16	56	92	68	66	57	48	18	73	05	38	52	47	18	62	38	85	79
63	57	33	21	35	05	32	54	70	48	90	55	35	75	48	28	46	82	87	09	83	49	12	56	24
13	79	94	87	49	22	93	86	24	72	15	96	69	07	60	62	04	49	29	31	24	94	78	24	02
98	33	01	77	67	14	90	56	86	07	22	10	94	05	58	80	97	09	34	73	56	62	67	89	98
11	80	44	32	11	83	91	80	77	32	50	72	56	82	48	29	40	52	42	01	52	77	56	78	51
83	43	29	30	34	88	39	53	01	62	44	74	67	62	78	15	47	56	06	10	89	71	17	75	17
88	69	04	62	03	69	93	96	52	70	40	78	78	89	51	90	26	47	64	05	19	60	91	10	12
99	80	45	72	68	94	21	78	84	49	90	91	43	60	89	23	42	72	36	13	55	47	95	61	13
65	52	41	47	10	25	62	99	59	45	74	77	27	52	06	88	28	10	16	89	19	62	06	65	94
61	19	69	04	46	26	45	74	77	74	51	92	43	37	29	65	39	45	95	93	42	58	26	05	47
13	47	44	52	66	35	27	68	99	22	45	48	72	68	52	61	38	01	62	18	61	20	44	55	43
64	55	72	43	52	84	42	65	75	84	35	17	75	92	16	85	39	19	04	49	66	72	84	29	72
15	43	61	93	29	58	27	78	74	60	69	62	03	02	02	65	59	61	81	76	15	48	94	51	84
24	55	06	88	77	04	74	47	67	21	76	33	50	25	83	92	12	06	76	63	01	63	78	59	16
95	33	47	64	35	08	03	36	06	99	37	67	07	15	38	96	96	27	32	54	06	8	98	21	73
63	79	45	01	26	05	42	96	93	28	60	26	55	78	28	78	14	71	96	69	14	90	06	57	23
16	08	15	04	72	33	27	14	34	09	45	59	34	68	49	12	72	07	34	45	99	27	72	95	14
66	02	79	75	41	66	48	29	06	75	30	15	35	58	35	96	23	96	35	30	44	10	48	19	49
31	76	22	30	21	20	75	95	43	49	39	08	71	57	64	05	76	54	01	64	15	75	78	87	08
98	14	07	35	96	43	96	82	78	23	04	53	53	35	20	79	93	86	85	50	75	84	01	64	27
11	68	71	62	99	15	06	12	96	88	17	04	43	18	66	40	00	79	10	89	71	62	15	06	62
15	39	25	70	74	73	05	50	78	13	69	44	22	91	26	63	43	65	17	70	82	07	20	73	17
48	73	93	39	43	82	30	34	25	20	57	27	40	48	73	51	92	16	16	83	68	71	62	33	26
11	30	32	92	94	07	23	60	02	10	24	29	48	03	44	29	31	68	02	62	98	05	32	03	69
54	02	05	06	24	51	25	43	58	30	15	39	25	13	42	65	08	73	64	35	03	54	98	71	86
02	63	21	17	69	71	50	80	89	56	38	15	70	96	59	05	49	47	42	26	99	53	93	82	34
35	27	38	84	35	19	79	14	43	68	68	11	27	38	00	76	35	87	43	62	76	43	96	47	92
96	35	23	79	18	05	98	90	07	35	46	40	62	98	80	32	64	98	74	71	37	54	01	20	42
80	60	73	23	27	48	14	02	80	07	74	35	09	98	32	09	88	67	69	89	32	64	05	05	14
37	85	94	35	75	54	16	15	94	25	70	33	24	03	63	43	36	82	09	36	16	00	49	54	96
08	42	26	89	53	19	64	50	93	03	23	20	90	25	60	15	95	33	47	64	35	08	03	36	06
99	01	90	25	29	09	37	67	07	15	38	31	13	11	65	88	67	67	43	97	04	43	62	76	59
12	80	79	99	70	80	15	73	61	47	64	03	23	66	53	98	95	11	68	77	12	17	17	68	33
66	06	57	47	17	34	07	27	68	50	36	69	73	61	70	65	81	33	98	85	11	19	92	91	70
31	06	01	08	05	45	57	18	24	06	35	30	34	26	14	86	79	90	74	39	23	40	30	97	32
85	26	97	76	02	02	05	16	56	92	68	66	57	48	18	73	05	38	52	47	18	62	38	85	79
63	57	33	21	35	05	32	54	70	48	90	55	35	75	48	28	46	82	87	09	83	49	12	56	24
13	79	94	87	49	22	93	86	24	72	15	96	69	07	60	62	04	49	29	31	24	94	78	24	02
98	33	01	77	67	14	90	56	86	07	22	10	94	05	58	80	97	09	34	73	56	62	67	89	98
11	80	44	32	11	83	91	80	77	32	50	72	56	82	48	29	40	52	42	01	52	77	56	78	51
83	43	29	30	34	88	39	53	01	62	44	74	67	62	78	15	47	56	06	10	89	71	17	75	17
88	69	04	62	03	69	93	96	52	70	40	78	78	89	51	90	26	47	64	05	19	60	91	10	12
99	80	45	72	68	94	21	78	84	49	90	91	43	60	89	23	42	72	36	13	55	47	95	61	13
65	52	41	47	10	25	62	99	59	45	74	77	27	52	06	88	28	10	16	89	19	62	06	65	94
61	19	69	04	46	26	45	74	77	74	51	92	43	37	29	65	39	45	95	93	42	58	26	05	47
13	47	44	52	66	35	27	68	99	22	45	48	72	68	52	61	38	01	62	18	61	20	44	55	43
64	55	72	43	52	84	42	65	75	84	35	17	75	92	16	85	39	19	04	49	66	72	84	29	72
15	43	61	93	29	58	27	78	74	60	69	62	03	02	02	65	59	61	81	76	15	48	94	51	84
24	55	06	88	77	04	74	47	67	21	76	33	50	25	83	92	12	06	76	63	01	63	78	59	16
95	33	47	64	35	08	03	36	06	99	37	67	07	15	38	96	96	27	32	54	06	8	98	21	73
63	79	45	01	26	05	42	96	93	28	60	26	55	78	28	78	14	71	96	69	14	90	06	57	23
16	08	15	04	72	33	27	14	34	09	45	59	34	68	49	12	72	07	34	45	99	27	72	95	14
66	02	79	75	41	66	48	29	06	75	30	15	35	58	35	96	23	96	35	30	44	10	48	19	49
31	76	22	30	21	20	75	95	43	49	39	08	71	57	64	05	76	54	01	64	15	75	78	87	08
98	14	07	35	96	43	96	82	78	23	04	53	53	35	20	79	93	86	85	50	75	84	01	64	27
11	68	71	62	99	15	06	12	96	88	17	04	43	18	66	40	00	79	10	89	71	62	15	06	62
15	39	25	70	74	73	05	50	78	13	69	44	22	91	26	63	43	65	17	70	82	07	20	73	17
48	73	93	39	43	82	30	34	25	20	57	27	40	48	73	51	92	16	16	83	68	71	62	33	26
11	30	32	92	94	07	23	60	02	10	24	29	48	03	44	29	31	68	02	62	98	05	32	03	69
54	02	05	06	24	51	25	43	58	30	15	39	25	13	42	65	08	73	64	35	03	54	98	71	86
02	63	21	17	69	71	50	80	89	56	38	15	70	96	59	05	49	47	42	26	99	53	93	82	34
35	27	38	84	35	19	79	14	43	68	68	11	27	38	00	76	35	87	43	62	76	43	96	47	92
96	35	23	79	18	05	98	90	07	35	46	40	62	98	80	32	64	98	74	71	37	54	01	20	42
80	60	73	23	27	48	14	02	80	07	74	35	09	98	32	09	88	67	69	89	32	64	05	05	14
37	85	94	35	75	54	16	15	94	25	70	33	24	03	63	43	36	82	09	36	16	00	49	54	96

Source: Dixon, Wilfrid J. and Massey, Frank J., Introduction to Statistical Analysis. McGraw-Hill, New York, 1957, pp 366-367.

TABLE OF RANDOM NUMBERS
(continued)



INSTRUCTIONS FOR FILLING OUT THE STUDENT RECORD REVIEW FORM

A. You should, by following the sampling instructions which have been discussed with you prior to this time, have three sets of student names, unless otherwise specified:

Set A: Students who have been assigned to the _____ Program during the 1978-79 fiscal year at _____ (hereafter referred to as the Program).

Set S: Students who have been suspended out of school during the 1978-79 school year.

Set N: Students who have been neither suspended nor assigned to the Program.

B. Inspect each set of names for duplicates with other sets. For example: Do any students whose names appear in Set A also appear in either Sets S or N? If yes, return to the sampling instructions to find out what you should do.

C. Now you will remove the actual student files. The reason we asked you to write the name of each student selected in each Set on a separate index card was so that you can now arrange the index cards in an order that corresponds with the district file structure. This will permit you to move through the file only once as opposed to shifting back and forth to various sections. Since the same data recording form will be used for all students, no matter what set their names appear in, you do not have to worry about retaining the

different card sets in order after this point. When you have your cards in an order that is acceptable to you, go through and number each card consecutively. That is, the first card in the stack is 001, the second card is 002, all the way up through the last card.

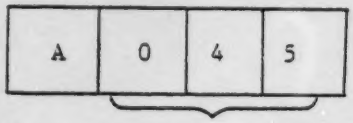
You will note that zeros have been used to precede the numbers. The three spaces are provided so that combined sets of over 100 cards can be accommodated. However, it requires that for numbers less than 99 (from 1 to 99), you make sure to include the leading zero(s) where appropriate. For example, card number 1 would actually be recorded as 001; card 45 as 045, etc.

D. Let us now review the data recording instrument item by item.

ITEM	
1.0	Building Code: You will note that this has already been filled in on all the instruments in your packet.
2.0	Student Identification: When you originally developed the three sets of student names, you were asked to indicate on each card, in the upper left hand corner, the Set to which that card belongs. For example, the card for John Smith might look like this:

A 045
Smith, John

This indicates that student John Smith's name was originally drawn as part of Set A: Students who have been assigned to the Program during the 1978-79 school year. The number 045 indicates that when the Sets of cards were combined, John Smith's card was number 45 in the set. (See step C above if you do not understand the number 45 and where it came from.) This information will now be recorded in Item 2 in the following fashion



Letter Numbers

A
S
or
N
Sets

This step is crucial in that it represents the only way we have of relating the data on the form to a specific person. The only reason we would need to know what student the form represents is if data were left off or if additional data were required for that student. Since you will retain the set of cards, we have no way of knowing who the individual students are.

3.1 Student's Age: Enter the year the student was born (e.g., 1976 = 76; 1973 = 73, etc.).

In entering the age of children under 10, remember that you must have a leading 0; that is, the age of a nine year old student is recorded as 09.

3.2 Student's Grade Level: Again, this is for the 1978-79 school year. As with age, remember the leading 0 for grade levels 1 through 9 (e.g., Grade 01).

3.3 Promotion/Graduation: What we seek to learn here is whether the student was promoted out of the building on schedule (e.g., if a 6th grader in 1978-79, did the student move on to junior high; if a senior, did the student graduate with his/her class?

3.4(a) Repeating Grades: The first question asks you to examine the student's file to determine whether he/she has been made to repeat a grade at any time during his/her academic career to date. Check YES or NO as appropriate. If on this, or any other item, there is no information on file concerning the specific question simply leave the response block(s) blank.

3.4(b) The second question concerning repeating grades seeks information on whether the student has repeated any grades while a student at this school.

3.5 The next question is a simple YES/NO seeking to establish that the student was enrolled at the school at the beginning of the 1978-79 school year.

3.6 Student's Sex: Self explanatory.

3.7 Student's Race: Self explanatory.

3.8 Grade Point Average: Schools differ in the way they report this piece of information. Some use a numeric system based on 100%; others use an index with 4.0 indicating A+ work; still others use letter grades. What we are seeking here is the cumulative grade for the student, excluding the conduct grade if given, which is the average of individual academic and other subjects. Space is provided to the left--please fill it in exactly as it appears on the student record.

e.g., 94% MARKING PERIOD 1

If letter grades are used, the correct notation would be as follows:

B+ MARKING PERIOD 1

Note that the plus (+) sign or minus (-) is included in reporting such grades.

If an index system is employed, the correct entry would be:

3.75 MARKING PERIOD 1

Note here that the decimal has been retained and is entered.

You will also note that space is provided for up to eight marking periods. Some districts do indeed have marking periods every six weeks. Others mark on a quarter system. Check your records, determine the marking system used in your district and employ only as many of the lines as necessary. For example, a district having a quarter system would use the first four lines.

Please be complete in recording grades for all students selected for all marking periods of the 1978-79 school year.

If for some reason a set of grades is missing for a particular marking period, skip the line for that marking period. For example, if John Smith's grades for the second quarter were missing, you would fill in the first, third and fourth marking period lines and leave the lines for marking period 2 blank.

3.9 Student's Conduct Mark: We are assuming that the mark is either:

- a letter grade
- a two digit number

Letter grades system can be hierarchical (e.g., A, B, C, D, F) or dichotomous: satisfactory (S); unsatisfactory (U).
Record as appropriate in the blank on the left. Remember, with letters, record the sign (+ or -) shown for the conduct grade when it is given.

3.10 Days Absent: Record information for each marking period for the 1978-79 school year. Remember leading zero for numbers less than 10. If there were no days absent for a student in a given marking period, simply record as follows:

0	0	0	0

3.11 Times Late: Recording rules are the same as 3.10 above.

3.12 Tracking: The term means the grouping of students by a particular trait or ability. For example, a commonly used basis for grouping at the elementary level is reading scores. Another term for this is homogeneous grouping.

You should write in, next to each subject listed, whether the student is in a:

- below average
- average or
- advanced track

Try to translate terms found in the file into one of these three descriptions. Then write the appropriate description on the line to the right of each subject listed here. Do not fill in the boxes. If there is no tracking or homogeneous grouping at this school, simply leave the question blank.

4.0 Discipline Background: The purpose of the section is to learn more of the sanctions used in each of the schools. We list suspension (4.1), assignment to the in-school alternative program (4.2), and other disciplinary infractions (4.3) separately. It is possible for a student to fall into more than one of these categories.
It is also possible for a student to have experienced a specific discipline procedure, (e.g., assignment to the in-school alternative program) a number of times. We have made provision for three such incidents.

Simply provide whatever information is contained in the student's file relative to the individual items in section 4.0. We also recognize that some students (most likely from Set N) will have no disciplinary infractions to record.

4.1 Student Suspension

4.1(a) and 4.1(b) The questions ask you to determine whether the student was suspended at any time during his/her academic career, and specifically while a student at this school. Note that <u>if the response to both items 4.1(a) and 4.1(b) is NO, you go on to item 4.2.</u>

4.1(c), (d), (e) Space is provided for data on up to three (3) suspensions

(1) Date of suspension should be recorded as follows: The first two blocks for the month, the last two for the year. For example, if the first suspension occurred in August 1975, it would be recorded as:

0	8	7	5

(2) Remember the leading zero for duration of less than 10 days.

(3) Reasons for suspension are found in Table 1 at the end of these instructions. The opportunity is given to enter up to two reasons for each suspension. Find the reason(s) given

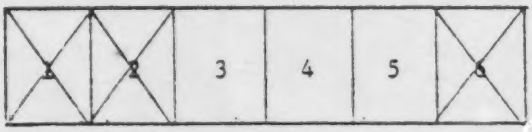
in the file and match it (them) to those listed on Table #1. For those that match, record on the data sheet the two digit number to the left of the appropriate reason(s).

For example, you might note on the file sheet the student was suspended (or assigned to the in-school alternative program) for physically fighting with another student. On Table 1 you will note that "Fighting with other students" is number 2. You would, therefore, enter 02 in the first two boxes. Since no second reason for that particular suspension (or assignment to the program) is given, you would leave the next two boxes on that line blank.

0	2		

(4) Due process is the series of procedural safeguards which, particularly in the cases of suspension, but also increasingly in cases of assignment to in-school alternatives, the district must afford the student. Table 2 contains the basic steps in a typical due process procedure. You will note that there are steps. Record the number to the left of each step for which you see evidence in the file.

For example, you would first check the file for evidence of any of the due process procedures. Let us say that you find evidence of verbal notice (#1), an informal hearing (#2) and a written record (#6); you would enter the information as follows:



This would show that those three aspects of due process were addressed. REMEMBER: THE PURPOSE OF THIS PROJECT IS NOT TO AUDIT THE DISTRICT'S DUE PROCESS PROCEDURES. WE SIMPLY WANT TO SEE HOW MUCH PRACTICE DIFFERS IF AT ALL, BETWEEN SUSPENSIONS OUT OF SCHOOL AND ASSIGNMENT TO THE IN-SCHOOL ALTERNATIVE.

4.1(f) Self-explanatory.

4.2 Assignment to the In-School Alternative Program

4.2(a)-(f) The procedures for answering these questions are the same as for 4.1 above. The same tables are used: Table 1: Reason(s) for Assignment to the Program. Table 2: Steps in the Due Process Procedure.

4.3
4.4 Other Discipline Infractions: These will probably be in the form of notes in the file detailing misbehavior in class, referral to the principal's office or to the counseling center, etc. We are only interested in those discipline infractions for which some documentation exists in the student's file. Remember these are in addition to suspension or assignment to Program. For those that you can find, all we want you to do is

list the infraction on them and write in the dates (e.g., October 1975, March 1978, etc.). The actual coding will be done by JWK Staff. Do not fill in the boxes.

Please note that you should start with most recent infraction noted and work backward in time. Do not go beyond 5 infractions.

5.1 5.2 Parental Participation: In these items we seek to ascertain the degree and type of parental involvement as it relates to discipline matters.

5.3 Here we are interested in the type of general participation of the parent(s) in school activities. Please only write in the type.

6.0 We are seeking information about whether the student has been designated a special needs student under P.L. 94-142. One piece of evidence that would indicate this fact is the existence of an Individualized Education Plan (IEP) in the student's file.

Thank you for your willingness to help us gather this information.

TABLE 1

REASONS FOR SUSPENSION OR ASSIGNMENT TO THE

IN-SCHOOL ALTERNATIVE PROGRAM

1. Fighting with teachers (physical conflict)
2. Fighting with other students (physical conflict)
3. Vandalism, destruction of property
4. Truancy and tardiness
5. Classroom misbehavior problems (e.g., talking out of turn, cursing, cheating, etc.)
6. Arguments with teachers and administrators (verbal conflict)
7. Arguments with other students (verbal conflict)
8. Cigarette smoking
9. Dress code violations
10. Drug abuse (including marijuana)
11. Use of alcohol
12. Theft
13. Skipping class, loitering
14. Possession of dangerous objects
15. Academic deficiency
16. Other

TABLE 2

DUE PROCESS PROCEDURES

1. Student and/or student's parents received a telephone contact detailing the specific rule(s) which the student violated and the circumstances surrounding the occurrence.

or

2. Student and/or student's parents had an opportunity to verbally hear the charge(s) of specific rule violation.
3. Student was given the right to a full and fair hearing before an impartial person (not the person who collected the evidence).
4. Student was made aware of his/her right to legal counsel (at student's expense) or some other adult representation at the above hearing.
5. Student, or student's representative had the opportunity to present witnesses, or evidence in the accused student's behalf, and to cross examine opposing witnesses.
6. Some kind of written record, but not necessarily a verbatim transcript exists showing the final decision in the case and the reasons upon which the decision was based.

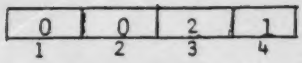
In filling out the data sheet for these items you should be aware that this represents a comprehensive due process policy. For short-term suspensions and/or assignments to the Program you might only find evidence of procedures 1 and/or 2 and possibly 6. This does not in any way mean that the school has failed to comply with the requirements of law for student

due process. What we are solely interested in here is how due process procedures are similar or different for students suspended out of school, as opposed to those placed in the in-school alternative program.

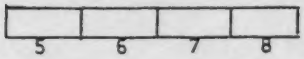
RECORDS REVIEW
DATA RECORDING SHEET

(1)

1. BUILDING CODE



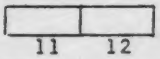
2. STUDENT'S IDENTIFICATION NUMBER



3. BACKGROUND DATA:

3.1 STUDENT'S YEAR OF BIRTH

3.2 STUDENT'S GRADE LEVEL (1978-79 SCHOOL YEAR)



3.3 WAS THE STUDENT IN THE HIGHEST GRADE IN THE BUILDING DURING THE (1978-79) SCHOOL YEAR? (CHECK ONE)

YES

NO

IF YES:

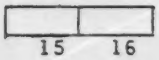
3.4 (a) HAS THE STUDENT REPEATED A GRADE AT ANY TIME DURING HIS/HER ACADEMIC CAREER?

YES

NO

IF YES

3.4 (b) MOST RECENT SCHOOL YEAR IN WHICH STUDENT WAS ASKED TO REPEAT



3.4 (c) IF STUDENT HAS BEEN ASKED TO REPEAT A GRADE MORE THAN ONCE, HOW MANY TIMES DID THIS OCCUR?

3.5 WAS THE STUDENT ENROLLED AT THIS SCHOOL AT THE BEGINNING OF THE 1978-79 SCHOOL YEAR?

YES ☐ 18

NO ☐ 18

3.6 WHAT IS THE STUDENT'S SEX?

MALE ☐ 19

FEMALE ☐ 19

3.7 WHAT IS THE STUDENT'S RACE?

BLACK, NOT OF HISPANIC ORIGIN ☐ 20

HISPANIC ☐ 20

ASIAN AMERICAN ☐ 20

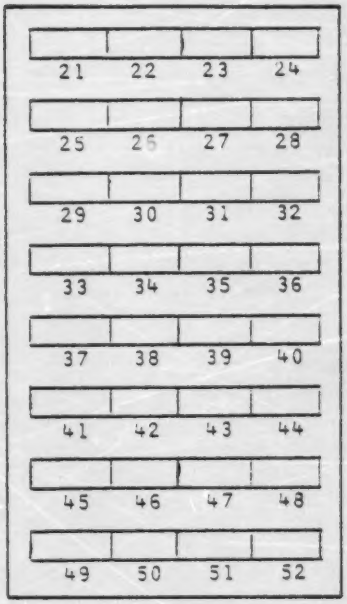
WHITE ☐ 20

NATIVE AMERICAN ☐ 20

OTHER ☐ 20

3.8 WHAT WAS THE STUDENT'S GRADE POINT AVERAGE DURING:

DO NOT FILL IN



(Fill in here)

_____ MARKING PERIOD 1 (1978-79)

_____ MARKING PERIOD 2

_____ MARKING PERIOD 3

_____ MARKING PERIOD 4

_____ MARKING PERIOD 5

_____ MARKING PERIOD 6

_____ MARKING PERIOD 7

_____ MARKING PERIOD 8

3.9 WHAT WAS THE STUDENT'S CONDUCT MARK DURING:

(Fill in here)

_____ MARKING PERIOD 1 (1978-79) 53 54

_____ MARKING PERIOD 2 55 56

_____ MARKING PERIOD 3 57 58

_____ MARKING PERIOD 4 59 60

_____ MARKING PERIOD 5 61 62

_____ MARKING PERIOD 6 63 64

_____ MARKING PERIOD 7 65 66

_____ MARKING PERIOD 8 67 68

3.10 HOW MANY DAYS WAS THE STUDENT ABSENT FROM SCHOOL DURING: (2)

MARKING PERIOD 1 (1978-79)	9 10
MARKING PERIOD 2	11 12
MARKING PERIOD 3	13 14
MARKING PERIOD 4	15 16
MARKING PERIOD 5	17 18
MARKING PERIOD 6	19 20
MARKING PERIOD 7	21 22
MARKING PERIOD 8	23 24

3.11 HOW MANY TIMES WAS THE STUDENT LATE FOR SCHOOL DURING:

MARKING PERIOD 1 (1978-79)	25 26
MARKING PERIOD 2	27 28
MARKING PERIOD 3	29 30
MARKING PERIOD 4	31 32
MARKING PERIOD 5	33 34
MARKING PERIOD 6	35 36
MARKING PERIOD 7	37 38
MARKING PERIOD 8	39 40

3.12 IF THERE IS HOMOGENEOUS GROUPING OF STUDENTS (TRACKING) AT THIS SCHOOL, WHAT TRACK IS THIS PARTICULAR STUDENT IN FOR EACH SUBJECT BELOW? WRITE IN THE RESPONSE BELOW

DO NOT FILL IN

READING _____ [ ] 41

MATH _____ [ ] 42

SOCIAL STUDIES _____ [ ] 43

ENGLISH _____ [ ] 44

SCIENCE _____ [ ] 45

OTHER _____ [ ] 46

ALL SUBJECTS _____ [ ] 47

4. DISCIPLINE BACKGROUND

4.1 HAS THE STUDENT EVER BEEN SUSPENDED FROM SCHOOL:

4.1 (a) WHILE A STUDENT IN THE DISTRICT?

YES [ ] 48

NO [ ] 48

4.1 (b) WHILE A STUDENT AT THIS SCHOOL?

YES [ ] 49

NO [ ] 49

IF NO TO BOTH QUESTIONS, GO ON TO ITEM 4.2.

IF YES TO EITHER QUESTION GO ON TO ITEM 4.1 (c) BELOW

4.1 (c) (1) DATE OF SUSPENSION #1 — MONTH YEAR [ ][ ][ ][ ] (50 51 52 53)

(2) DURATION OF SUSPENSION #1 (IN DAYS) [ ][ ] (54 55)

(3) REASON(s) FOR SUSPENSION #1 [ ][ ][ ][ ] (56 57 58 59)

(4) EVIDENCE OF DUE PROCESS [1][2][3][4][5][6] (60 61 62 63 64 65)

4.1 (d) (1) DATE OF SUSPENSION #2 — MONTH YEAR [ ][ ][ ][ ] (9 10 11 12) (3)

(2) DURATION OF SUSPENSION #2 (IN DAYS) [ ][ ] (13 14)

(3) REASON(s) FOR SUSPENSION #2 [ ][ ][ ][ ] (15 16 17 18)

(4) EVIDENCE OF DUE PROCESS [1][2][3][4][5][6] (19 20 21 22 23 24)

4.1 (e) (1) DATE OF SUSPENSION #3 — MONTH YEAR [ ][ ][ ][ ] (25 26 27 28)

(2) DURATION OF SUSPENSION #3 (IN DAYS) [ ][ ] (29 30)

(3) REASON(s) FOR SUSPENSION #3 [ ][ ][ ][ ] (31 32 33 34)

(4) EVIDENCE OF DUE PROCESS [1][2][3][4][5][6] (35 36 37 38 39 40)

4.1 (f) ARE ADDITIONAL SUSPENSIONS NOTED IN THIS STUDENT'S FILE?

YES [ ] (41)

NO [ ] (41)

4.2 HAS THE STUDENT EVER BEEN ASSIGNED TO THE IN-SCHOOL ALTERNATIVE PROGRAM:

4.2 (a) WHILE A STUDENT IN THE DISTRICT?

YES [ ] (42)

NO [ ] (42)

4.2 (b) WHILE A STUDENT AT THIS SCHOOL?

YES [ ] 43

NO [ ] 43

IF NO TO BOTH QUESTIONS, GO ON TO ITEM 4.3.

IF YES TO EITHER QUESTION:

4.2 (c) (1) DATE OF ASSIGNMENT #1 [MONTH][MONTH] [YEAR][YEAR] 44 45 46 47

(2) DURATION OF ASSIGNMENT #1 (IN DAYS) [ ][ ] 48 49

(3) REASON(s) FOR ASSIGNMENT #1 [ ][ ][ ][ ] 50 51 52 53

(4) EVIDENCE OF DUE PROCESS [1][2][3][4][5][6] 54 55 56 57 58 59

4.2 (d) (1) DATE OF ASSIGNMENT #2 [MONTH][MONTH] [YEAR][YEAR] 60 61 62 63

(2) DURATION OF ASSIGNMENT #2 (IN DAYS) [ ][ ] 64 65

(3) REASON(s) FOR ASSIGNMENT #2 [ ][ ][ ][ ] 66 67 68 69

(4) EVIDENCE OF DUE PROCESS [1][2][3][4][5][6] 70 71 72 73 74 75

4.2 (e) (1) DATE OF ASSIGNMENT #3 [MONTH][MONTH] [YEAR][YEAR] 9 10 11 12 (4)

(2) DURATION OF ASSIGNMENT #3 (IN DAYS) [ ][ ] 13 14

(3) REASON(s) FOR ASSIGNMENT #3 [ ][ ][ ][ ] 15 16 17 18

(4) EVIDENCE OF DUE PROCESS [1][2][3][4][5][6] 19 20 21 22 23 24

4.2 (f) ARE ADDITIONAL ASSIGNMENTS TO THE PROGRAM NOTED IN THIS STUDENT'S FILE?

YES [ ] 25

NO [ ] 25

4.3 IS THERE ANY EVIDENCE IN THE STUDENT'S FILE OF DISCIPLINE INFRACTIONS, OTHER THAN THOSE COVERED IN ITEMS 4.1 and 4.2?

YES [ ] 26

NO [ ] 26

IF NO, GO ON TO QUESTION 5.1.

IF YES:

4.4 LIST THE TYPE OF INFRACTION AND THE DATE (SCHOOL YEAR) BELOW FOR EACH ONE NOTED IN THE FILE. USE ABBREVIATED LANGUAGE FROM THE FILE. LIST UP TO TEN (10), STARTING WITH THE MOST RECENT AND WORKING BACKWARD.

DO NOT FILL IN

1. _____ [ ][ ] 27 28

DATE _____ [ ][ ] 29 30

2. _____ [ ][ ] 31 32

DATE _____ [ ][ ] 33 34

3. _____ [ ][ ] 35 36

DATE _____ [ ][ ] 37 38

4. _____ [ ][ ] 39 40

DATE _____ [ ][ ] 41 42

5. _____ [ ][ ] 43 44

DATE _____ [ ][ ] 45 46

5.1 BELOW ARE LISTS OF WAYS IN WHICH PARENTS MIGHT BE CONTACTED BY THE BUILDING TEACHERS AND/OR ADMINISTRATORS DURING THE 1978-79 SCHOOL YEAR CONCERNING DISCIPLINE RELATED MATTERS (CHECK ALL ITEMS FOR WHICH THERE IS EVIDENCE IN THE FILE.).

	YES	NO	NO EVIDENCE
LETTER TO PARENTS	☐ 47	☐ 47	☐ 47
TELEPHONE CONTACT WITH PARENTS	☐ 48	☐ 48	☐ 48
PERSONAL INTERVIEW WITH PARENTS	☐ 49	☐ 49	☐ 49
OTHER: _____ (PLEASE WRITE IN)	☐ 50	☐ 50	☐ 50

5.2 FOR EACH OF THE ITEMS FOR WHICH A YES IS LISTED IN 5.1, INDICATE THE NUMBER OF SUCH DISCIPLINE RELATED CONTACTS FOR 1978-79.

LETTERS TO PARENTS (NUMBER) ☐☐ 51 52

TELEPHONE CONTACTS (NUMBER) ☐☐ 53 54

PERSONAL INTERVIEWS (NUMBER) ☐☐ 55 56

OTHER _____ (PLEASE WRITE IN) ☐☐ 57 58

5.3 DOES A PARENT (OR THE PARENTS) BELONG TO A SCHOOL GROUP?

YES ☐ 59

NO ☐ 59

IF NO, GO ON TO ITEM 6

IF YES:

5.3 (a) TO WHAT GROUP(S) DOES THE PARENT(S) BELONG? (PLEASE WRITE IN)

DO NOT FILL IN

_____ 60 61

_____ 62 63

_____ 64 65

6. IS THIS STUDENT DESIGNATED A SPECIAL NEEDS STUDENT UNDER PL 94-142 (EDUCATION FOR ALL HANDICAPPED CHILDREN ACT) OR UNDER ANY PARALLEL STATE LEGISLATION:

YES 66

NO 66

THANK YOU

FEDAC NO. S-118
EXPIRES: 9/30/80

PROGRAM DESCRIPTION QUESTIONNAIRE

IN-SCHOOL ALTERNATIVES TO SUSPENSION STUDY

CONTRACTOR:

JWK International Corporation
7617 Little River Turnpike
Annandale, Virginia 22043

The report for which this information is being gathered is authorized by law (20 USC 1221e). While you are not required to respond to the questions asked in this questionnaire, your cooperation is needed to make the results of this study comprehensive, accurate, and timely.

This study is being performed under Contract -00-78-0067 with the National Institute of Education.

PROGRAM DESCRIPTION QUESTIONNAIRE

INSTRUCTIONS: This instrument is divided into four (4) parts: Background History, Program Philosophy and Goals, Organizational Structure and Program Operations, and General Questions. Some items require a single response; some require multiple responses; and a few require narrative answers. Directions will be provided, where appropriate for each such item.

Where statistics are requested, they should be for the last completed school year (1978-79), unless otherwise noted.

Be sure to sign the "Permission to Print" block at the end of the questionnaire.

When you have completed the survey, simply fold it over, staple, and mail.

All completed questionnaires must be received by JWK International no later than May 1 to be considered for inclusion in the Directory.

Thank you for your help.

For purposes of this study, an in-school alternative to suspension is a program to which students are referred in lieu of suspension from school or for accumulating offenses which may lead to suspension. Such referral would constitute a disciplinary action; however, the program may include one or more of these: detention, counseling, academic work, work details, parent involvement, crisis intervention. Students might participate for one or two periods, a few days, or in some ongoing manner (e.g., once a week for three months). Some schools which sponsor such programs also use home suspension as a disciplinary tool.

BACKGROUND/HISTORY OF THE PROGRAM

1. Please fill in the correct name of the program; the legal name, address, and phone number of the school district; and the name, title, address, and phone number of the current program director if different from that of the school district. The program will appear in the directory under the program and district names which you provide here.

Program Name: _____

District Name: _____

District Address: _____

_____

_____
(zip code)

District Phone Number: _____
(Area Code) Number

Program Director's Name _____

Title: _____

Program Director's Address _____

_____

_____
(zip code)

Program Director's Phone Number: _____
(Area Code) Number

2. Would you be willing to answer inquiries about your program which might occur as a result of your program being included in the directory?

Yes ☐

No ☐

Not sure ☐

3. What is the date when the in-school alternative program named above began in the district? (Fill in the date below.)

_____

4. Did you work on the program from its beginning?

Yes ☐

No ☐

If you answered "NO", please fill in the name, address, and current phone number of the person who started the program, if you have this information available.

Name: _____

Address: _____

_____

_____
(zip code)

Phone Number: _____
(Area Code) Number

5. Which of the statements below characterize your program? (Check as many as are appropriate.)

A. The program is structured around a classroom or other facility within a school building where the student is assigned to "cool off" usually immediately following a classroom disruption. The student stays in this place only a short period of time, often less than one day. ☐

B. The student is assigned to the program for a specific offense, which in the absence of the program would have resulted in suspension or expulsion. ☐

C. The program functions primarily as an extension of counseling services. Students can either be assigned to the program for specific offenses or can refer themselves for counseling. ☐

D. The program emphasizes improvement of academic skills of students assigned for misbehavior in lieu of suspension. ☐

E. The program focuses or is structured around the principles of behavior modification which primarily follow from the operant conditioning paradigm of Skinner. ☐

F. The program focuses or is structured around the principles of non-directive counseling introduced in the work of Carl Rogers. ☐

G. The program focuses or is structured around the principles of values clarification as found in work such as that of Dr. Glasser. ☐

H. The program is modeled after the PASS (Positive Alternatives to Student Suspension) Project in Pinellas County, Florida. ☐

I. The program focuses or is structured around weekend or evening work, either for the school or in the context of a vocational education or job-training program in lieu of suspension. ☐

J. The program utilizes students who are trained as peer counselors. ☐

K. The program is an alternative school operating within the district or outside the district with the support of a public or private agency. ☐

L. The program is structured around an ombudsperson who serves as a conflict mediator and liaison between students, their parents and building/district staff. ☐

M. None of the above statements are applicable to my program. ☐

If you checked only this last box in response to question 5, please explain briefly below the type of program which operates in your district.

N. If the program includes active parent involvement, please describe briefly below.

6. How would you characterize the community served by this program?

A. Urban: city of over 50,000 population ☐

B. Small City: city under 50,000 population ☐

C. Suburban: not a city, but within a Standard Metropolitan Statistical Area (SMSA) ☐

D. Rural: not within SMSA and having a low population density ☐

7. Roughly, what percentage of the total population of this school district falls within each of the following categories? (Fill in the appropriate percentages.)

A. Upper Income: (per family income in excess of $25,000 per year) ___%

B. Middle Income: (per family income between $8,000 and $24,000 per year) ___%

C. Low Income: (per family income below $7,999 per year) ___%

8. What was the school district's 1978-79 student enrollment?

A. For elementary grades (PK-6)? _____ students

B. For junior high school (7-9) or middle school (6-8)? _____ students

C. For senior high school (9-12 or 10-12)? _____ students

9. Of the total student enrollment for the 1978-79 school year, what percentage fell within each of the following ethnic categories? (Fill in the percentage for each category.)

A. Black, not of Hispanic origin ___%

B. Hispanic ___%

C. Native American or Alaskan Native ___%

D. Asian American or Pacific Islander ___%

E. White, not of Hispanic origin ___%

F. Other ___%

10. How many buildings have a component or unit of the in-school alternative program cited in item 1 above? Fill in number of buildings for each category as follows: Buildings having program component/total number of buildings in that category within the district.

(Example: Elementary 6 / 10 = 6 elementary schools have program component/ 10 elementary schools in the district)

Elementary _____ / _____

Junior High/Middle School _____ / _____

Senior High _____ / _____

PROGRAM PHILOSOPHY AND GOALS

11. What are the goals of the in-school alternative program identified in item 1? (Briefly write out the goals.)

12. How do you determine whether or not the program goals are being met? (Briefly describe the specific procedures used to determine whether the program is meeting its goals.)

13. What specific measures do you feel are the most accurate and valid for providing a picture of the success of the in-school alternative program cited in item 1? (Please list the specific measures used.)

14. How many students were suspended out-of-school in each of the last four years? (Please fill in each cell for which data are available.)

	Non-White Students*	White Students
1976 - 1977		
1977 - 1978		
1978 - 1979		
1979 - 1980		

*Non-White students include: Hispanics, Blacks, Native Americans, and Asian Americans, Alaskan Natives, and Pacific Islanders.

15. Has the in-school alternative program contributed to a reduction in the number of out-of-school suspensions during the time it has been in existence?

YES ☐

NO ☐

ORGANIZATIONAL STRUCTURE AND PROGRAM OPERATIONS

Getting Into The Program

16. What are the reason(s) that a student might be assigned to the in-school alternative program? (Check as many as are appropriate.)

A. Truancy ☐

B. Fighting ☐

C. Insubordination ☐

D. Skipping Class ☐

E. Drug or Alcohol Use ☐

F. Academic Deficiency ☐

G. Counseling ☐

H. Absence from School ☐

I. Dress Code Violation ☐

J. Vandalism ☐

K. Other ☐

If "Other" is checked, what are the specific offenses?

17. Which of the following individuals can directly refer a student to the in-school alternative program? (Check as many as are appropriate.)

A. The Principal ☐
B. The Assistant Principal(s) ☐
C. A Teacher ☐
D. The Program Director ☐
E. Students themselves ☐
F. Parents ☐
G. Juvenile Justice System ☐
H. Family Court Personnel ☐
I. Other Community Agencies ☐
J. Other ☐

If "Other" is checked, please list those individuals or agencies that can refer a student to the in-school alternative.

The Program Itself

18. What is the average length of assignment to the in-school alternative program?

_____ days

19. Which of the following assignment options is used? (Check as many as are appropriate.)

A. Student is assigned full time for the duration of his/her stay. ☐
B. Student is assigned to the program for only part of the day. ☐
C. The program does not provide a specific place for the student to go. ☐

20. Is any type of interviewing or testing done prior to or at the time of student intake?

YES ☐
NO ☐

If you answered "YES", briefly describe the intake test or procedure below.

21. What is the maximum capacity of the program at any one time? _____ students

22. How many students were assigned to the in-school alternative program during each of the last four school years? (Please fill in each cell for which data are available.)

	Non-White Students*	White Students
1976 - 1977		
1977 - 1978		
1978 - 1979		
1979 - 1980		

*Non-White students include: Hispanic, Blacks, Native Americans and Asian Americans, Alaskan Natives, and Pacific Islanders.

23. Describe briefly what a student does during a typical program day.

24. What restrictions, if any, are placed on students while participating in the in-school alternative program? (Please describe briefly, e.g., not able to eat during regular lunch period, prohibited from participating in extracurricular activities, socializing with friends, etc.)

Staffing The Program

25. Which of the staff categories/roles below are involved in the program directly? (Check as many as are appropriate.)

- Regular Teacher (full time) ☐
- Paraprofessional (e.g., aides) ☐
- Counselors ☐
- Psychologists ☐
- Teachers (on a rotating basis) ☐
- Administrators ☐
- Parents ☐
- Student Tutors/Aides ☐

26. How many staff members does it take to run the program? (Fill in the full time equivalent [FTE] number next to each category.)

Professional _____ FTE (includes Counselors & Psychologists)

Support _____ FTE (includes Aides & Paraprofessionals)

Parents _____ FTE

Other _____ FTE

The Program's Budget

27. Where do the funds come from to support the in-school alternative program? (Check as many as are appropriate.)

A. Federal Government ☐
B. The State ☐
C. The local district budget ☐
D. Other local governmental unit ☐
E. Private foundations ☐
F. Other sources ☐

28. If more than one source was checked in item 28, which is the major source of program revenue?

A. Federal Government ☐
B. The State ☐
C. The local district budget ☐
D. Other local government unit ☐
E. Private foundation ☐
F. Other sources ☐

29. If Federal Government was checked, please specify which agency or program.

30. If some other local governmental unit, in addition to the local school district, supports the program, please identify below the additional supporting agency(ies).

Program Space

31. Is the program assigned regular, separate, dedicated space?

YES ☐
NO ☐

If "YES" approximately how many square feet of space, on the average, are provided in each building(s) where the program is housed? _____ square feet or number of classrooms _____

OR

If this questionnaire is being filled out in a large district with many program sites: Is the program usually given a separate classroom or other dedicated space in the majority of the buildings housing individual program components?

YES ☐
NO ☐

32. What was the total cost of running this program for the 1978-1979 school year? $_____

Of the total cost, what was the percentage allocated to each of the following areas?

Staff Salaries ____%
Physical Requirements (e.g., heat, rent, telephone, etc.) ____%
Supplies (e.g., paper, consumables, etc. ____%
Materials (e.g., audio-visual equipment, filmstrips, tapes, etc.) ____%

Exiting From The Program

33. Who decides when the student returns to his/her regular class schedule? (Check as many as are appropriate.)

A. The term of assignment to the in-school alternative is fixed at the time the student is assigned to the program. ☐

B. The Program Director and/or some other designated persons or team of persons review the student's record in the program and decide when to return him/her to the regular program. ☐

C. Other ☐

If some other procedure is utilized, describe it below.

GENERAL QUESTIONS

34. Are there one or more aspects of your program which you believe to be unique or particularly interesting, and which you feel would be helpful to other educators in setting up a similar program? Please describe this attribute briefly.

35. What are some of the problems which have been encountered in the operation of the in-school alternative program? (Check as many as apply.)

Maintaining financial support for the program. ☐

Recruiting and retaining effective staff. ☐

Students assigned to the program refuse to attend. ☐

Students initially assigned to the program continue to misbehave in order to be reassigned. ☐

Regular classroom teachers do not understand or support the goals of the program. ☐

The program has not significantly reduced the number of out-of-school suspensions. ☐

Discipline referrals by teachers have increased because they believe the program should be used as a discipline response in most cases of significant student misbehavior. ☐

Parents, students, and community groups do not understand the operation and goals of the program. ☐

The reasons for student assignment to the program are not well defined or consistently administered. ☐

Other (Please describe briefly.)

36. Please list any other programs with which you are familiar.

Name	Location

ADDITIONAL COMMENTS:

SIGNATURE AND PERMISSION TO PRINT

The following statement must be signed by a staff member of the district who is able to give permission for the use of the district's name and the foregoing information in the Directory of In-School Alternative Programs.

I give permission to use the name of the _____
Legal Name of the District

school district and the information contained in the form and any attached or appended reports, forms, etc., in the Directory of In-School Alternative Programs. I understand that JWK and NIE will make no effort to confirm the accuracy of specific facts presented in these forms, that inclusion of this data does not constitute an endorsement of the program which the data describes by either JWK International Corporation or the National Institute of Education, and that JWK reserves the right to include or not include whichever programs it chooses in this directory.

Signed: _____

Title: _____

Typed or Printed Name _____

Date: _____

THANK YOU!

RETURN TO: JWK INTERNATIONAL CORPORATION
7617 LITTLE RIVER TURNPIKE
SUITE 800
ANNANDALE, VIRGINIA 22003
(703) 750-3240

MR. RICHARD CHOBOT
PRINCIPAL INVESTIGATOR